

# THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879

VOL I

NEW YORK, JANUARY 18, 1908

No 13

Last June I had the privilege of attending the celebration of the 75th anniversary of the founding of Lafayette College, at Easton, Pennsylvania. The name of this college has for years been very well known to all students of philology, and almost every one who has attended a meeting of the American Philological Association during the last thirty years has carried away with him the image of the great father of the scientific study of English, Professor March.

So I went to Easton as to a Mecca, and was well repaid for my visit. Although the college has for a number of years devoted a great deal of attention to training in scientific branches, it has always maintained the value of instruction in the humanities, and particularly in the ancient languages. And at the present day it is interesting to note how large a proportion of the students have not been led away to the more profitable fields of engineering.

Among the addresses to which I listened was one by the veteran professor of Latin, Professor Owen, on *The Ideals of Lafayette in Education*. During the course of this address, which was characterized throughout by sanity and clearness of judgment, Professor Owen took occasion to speak of the effects of the study of language in education. His words seemed to me to be so effective that I have transcribed them for our readers:

"As between literature and science it is pleasant to note that with some differences of ideal the aim in either is to bring to bear an uplifting and humanizing influence.

"If we ask in what directions we may look for the application of this uplifting agency we shall think first of the quality of the training; and in this respect literature and science may well stand side by side.

"We can hardly overestimate the value of language study in promoting growth in intelligence. Our earliest efforts in thinking are determined by the meanings which we gradually learn to attach to the words that we hear. We widen our thinking by getting new words and by going deeper into the significance of those we know. From first to last, from the tottering steps of childhood to the full stride of manly thought we are led on in pathways that are marked out by speech. In school or out of school we are drawing upon the wealth

which has accumulated in speech. Our very words are charged with a kind of vitality—with the heart and brain power of the men who used them. When a nation has been speaking and writing and printing a word for centuries, coloring it with the events of their public and personal life, expressing by it their temper, their courtesy, the results of their thinking, pouring into it their passions—you can easily see what a delicate and marvelous instrument we may have in a common word as Shakespeare or Milton or Webster or Lincoln may use it. It should be the purpose of educational training to bring us into the fullest possible control of this stored up wealth.

"Then an exercise of great value in the development of intelligence is derived from the handling of the elements of speech in their relations, a point not sufficiently emphasized. The elements of speech are the implements of reason and the processes of speech are the methods of reason; so it is the patient handling of these elements in their relations that develops reasoning power. It is by working upon sentences, getting their meaning, and exercises in their formation, that the crude insights of the untrained mind are brought forward to something like sagacity.

"This seems so elementary that one hesitates to speak of it in such a presence as this; yet in such a presence as this it is likely to be best understood that what most boys need even on entering college is the power to grasp clearly the meaning of a paragraph of classic text—not any particular subject or predicate here or there, but the whole thought with the grouping and the shading of its members, and the feeling of the author that underlies its expression—these members lying upon the page linked perhaps by many conjunctions.

"The relations of words in a clause or of clauses to each other are not arbitrary or accidental, but are the essential relations of logic, so that in dealing with them day in and day out through much of our school life we get the habit of tracing relationship, and the instinct of feeling it. This habit and this instinct lie at the foundations of reasoning power. These give readiness and ripeness to the mind liberally trained.

"These results we may have in dealing with any language. Except for convenience, better appli-

ances, and immemorial habit in education, the ancient languages have no monopoly of disciplinary value over the modern; but the best illustration will be found in a language that is at least foreign. Note the progress of a boy in mastering a new sentence in Goethe or Cicero, from the time when it is almost a blank, to the time when its meaning is clear to him. In every step of the process he has been using judgment—in a crude and halting way, of course, but he does better and better as he goes on. I am not here speaking of the quality of the immediate result. In translation there is room for the best that the best can give, discernment, precision, delicacy of insight, felicity of phrase; but even in the case of a beginner the problem which every sentence presents must be dealt with by bringing all past knowledge and experience to bear, consciously or unconsciously, in weighing the problems of the present case.

"Unconscious growth in judgment is the fruit of this drill. It ripens through familiarity with linguistic essentials, accuracy, insight, and alertness of mental action.

"It is of course progressive, carrying forward the mastery of the language as an instrument of thought, cultivating accurate habits of investigation—the very attitude of science.

"Then its humanizing influence—the student is all the time broadening the way to a better knowledge of the mental and spiritual life of the people whose literature he is reading.

"It is easy to see that our ideal in this respect will be best attained not by reading through books or lecturing on books merely, but by the most thorough and exacting treatment of limited areas of text".

### FIRST YEAR LATIN

There is a very definite pleasure which does not come from any special papers, nor even from informal conversations in such meetings as that of The Classical Association of the Middle States in April last. To the teacher of Classics wearied by the heated struggle to defend his subject among unbelievers, there comes, like a cool sea breeze on a stifling morning, the consciousness that at last he has entered an assembly where Greek and Latin are in good repute. Conference and co-operation moreover have in the last ten years been bringing teachers of the Classics some results that are not mere matters of sentiment. The examinations of the College Entrance Board are rapidly doing away with the *sui generis* papers of individual colleges, with the indispensable necessity of teaching one student the distributive for 999, and of getting another so well versed in clever facility that he can

promptly put "unqualified success" into Latin. Still further help comes from the recent effort to define the vocabulary reasonably required of students entering college. Is it unreasonable to ask that we should confer a little as to what is 'essential' in our first year's work and seek for more uniformity there? While it is true that most beginning books make identically the same statement of their aim "to prepare the student to read Caesar", the variety of methods employed shows that we do not really agree as to what is fundamental for such preparation.

That the principal inflections must be taught no one denies. The different tables of contents show, it is true, the greatest variation in the order in which the forms are treated, but all books include the declensions and conjugations and the common irregular verbs. It is in the method of teaching the forms that differences are most marked, and if we may judge from the reports of entrance examinations for the last two years where 42 and 46 per cent. of the candidates have failed in grammar and 63 and 54 per cent. in elementary composition, there is yet room for improvement. The papers of previous years have shown that after four or five years of Latin *castras* and *potesse*, not to mention *docuissentur*, slip like oil from the pen, that *posset* seems to pupils the form of *possum* to use for any mood or tense or person, and that the second singular of a deponent verb can utterly undo a student in a passage for sight translation. In view of these difficulties too much can hardly be said in commendation of the books that emphasize the use and meaning of the tense signs and verbal endings, for no student can be said to be properly trained in forms who cannot from the outset, if the parts are given, conjugate a new verb according to a paradigm. If the paradigm was *docco*, for example, let the student be tested not always on that, but on *morco* or *iubeo* until the matter of perfect endings is not a mystery or a lottery, and until forms like *docuovi* and *rexavi* disappear forever from the face of the earth.

In order to help the student retain these forms most books give sentences illustrative of each new inflection introduced, combining with the drill in forms a systematic study of syntax. The principle on which this well-known method is based is thus defined by one of the editors: "the acquisition of facts should be accompanied by immediate use of the knowledge gained". This was the much-needed and obvious remedy for the ways of some fifty or even twenty-five years ago, when the attempt was made to teach not only the forms but a considerable amount of syntax before the student saw a page of Latin, and it has held its own against the 'Inductive Method', which could hardly do for the dull pupil and the large class what it did for the very clever,

and so was wont to leave in its train a straggling and bewildered host. Yet this generally accepted method of most Beginning Books has some dangers and some objectors. The tendency of the young student to consider the sentences to be translated from English to Latin as the chief part of his work, and to neglect the study of the Latin sentences and even of the rules and forms has seemed to a recent editor so serious that he practically does away with the prepared written English-Latin sentences during the study of the inflections. "The student", he says, "should become familiar in the first year, not with the bad Latin which he himself laboriously writes, but with the good Latin which Julius Caesar wrote". The sentence written in class and the oral work he considers the best training for the beginner. "Instead of spending his study period trying to write sentences which are not going to be sufficiently explained till the morrow, the student should spend his study period wrestling with those principles". Another editor, however, having some knowledge of the difficulty of making young students study anything that does not have to be handed in or written on the board, lays the chief emphasis on the home preparation of the English-Latin sentence because "written work for the study-hour secures the best concentration and the surest results". A third, who wishes to urge thoroughness, and courage in the face of difficulties, adds his testimony as regards the failure of existing methods: "Real acquisition is a delight and nothing has done so much to create a distaste for Latin or caused so many to drop the language at the end of the first year as careless work in the beginning and the useless half knowledge resulting therefrom". A little reflection upon these criticisms and the difficulties that they imply raises the question whether we are not involved as much in a matter of practical teaching, as of philosophical principle. If we are willing to descend from the high mount of pedagogy to the valley of our humiliation shall we not admit that it is within the teacher's power ultimately to see that the student reads his Latin-English sentences and studies his rules before he writes the English-Latin, whether it be by postponing the English-Latin to be used as a written and prepared review, or as a test of the other part of the lesson, or by sight sentences and oral work on the same principles that will drive home to the student his ignorance and negligence at once, or by sundry forms of 'moral suasion' not unfamiliar to most of us. Oral recitations may only reach the bright student that volunteers, written sentences may represent the help of classmates or older students in the school. Most methods may be diverted from their aim and perverted in the using, but it is surely the business of the teacher to

test the student often enough to know how his work is done and what knowledge is permanently his own.

The exact proportion of written and oral work may well vary according to the size and caliber of classes and the special interest of teachers, but the question of how much syntax should be taught in first year Latin and at what stage of the year, the problem of where inflections and syntax meet, and where they separate is a matter of much more serious import, and one as to which there should be more general agreement. That they can be very thoroughly separated in the student's mind is capable of easy proof. A student in a college entrance paper has been known to get 80 or more in the test on grammar and 10 in elementary composition, even though the questions in syntax in the one reappeared in the sentences to be put into Latin. A child's comment on a boy whom he met in the park reciting the verbs like a parrot may be in point. "He could say them fast enough but I don't know what good they did him when he couldn't say 'he loves' or understand *amatur*". Too much practice can hardly be demanded of young students in applying their knowledge of forms by writing as well as by reading.

That we do, however, hinder the progress of beginners in learning their forms by intermingling too much syntax with their first lessons there is little reason to doubt. It is the impression of too many children after two months of Latin that the chief thing to learn is the ablative, and that of this case there is no end. It is the impression of too many writers of beginning books that no construction that occurs several times in Caesar can in decency be omitted from the exercises. Such editors make the exercises not merely a means of illustrating inflections, but of exhausting syntax. The appearance of an infinitive form to them is the signal for introducing all the constructions of indirect discourse even to the conclusions of conditional sentences, while the gerund necessitates a full treatment of all its uses. Hence we find tables of contents speeding from the subjunctive of purpose and result through *quin*-clauses, conditional sentences and all the uses of the gerundive. Can it be that there are no Caesar teachers that also have first year Latin, or has no one the courage to admit that the conditional and *quin*-clauses, not to mention *antequam*- and *priusquam*-clauses are still an unploughed field to most students that begin Caesar, as in our opinion they should be? Is it not reasonable to ask why from eight to twelve chapters should be given hastily to subjects which the student is seldom found to remember the next year? Is it not better logic and better economy to teach a few things that will stay rather than many that will melt like dew before

the morning sun? If so, what are the few, and upon what principle are we to select them?

At once there appears an array of enthusiastic Latin teachers, eager to tell that their classes do not need to reduce the number of constructions studied, that *quin* and *antequam* present no difficulties to them. Most teachers of long experience recall proud years when their classes found all these things simple and seemed to master most of the grammar in a year. But in the light of many opportunities to see results, we realize that the things we so proudly counted acquired were for the most part only temporarily retained, like a few pieces of furniture bought on the installment plan and held by a tenure quite as uncertain. A fair class under a good teacher can no doubt be taught even *futurum fuisse ut* in beginning Latin, and with sufficient drill can retain it for an examination even over a term or two, but other things must be sacrificed. We come to see that these more difficult constructions, even if mastered temporarily the first year, do not become a permanent part of the student's knowledge of Latin, do not enable him to attack an easy passage of Caesar at sight, and do, if recalled at all, seem to cloud his vision when he ought to be looking for the agreement of his verb with its subject, and the case of the relative pronoun. Even if these things can be taught there is grave reason to doubt whether they should be.

SUSAN BRALEY FRANKLIN

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(To be concluded)

### REVIEWS

The Latin Language: a historical outline of its sounds, inflections, and syntax. By Charles E. Bennett. Boston: Allyn and Bacon (1907). Pp. xiii + 258.

The Latin Language is the title given to the revised edition of the Appendix to Bennett's Latin Grammar. Although the new title seems somewhat too inclusive, we are glad to see this concise handbook appear under any name that may invite an even larger following than it has so deservedly had; for there are many who believe with me that no American text-book in Latin of the last twenty-five years has had a more salutary influence than this one in giving half-trained teachers some much-needed data about the fundamentals of the Latin language. There may be worthier books, but they have not been written with the same power to reach the needy ones quickly. I suggested that the title seems pretentious. Perhaps a slinking sort of patriotism would make one hesitate to place this book on the same shelf as Lindsay and Sommer for all its Varronian name; yet we must face the fact that nine-tenths of our Latin teachers have no ac-

cess to the latter—I almost said, do not know the latter—and find in Bennett clearly and sanely stated the essentials of the larger works. We know a few Ph.D.'s also who could spend a few evenings with Bennett's Latin Language to advantage.

The new edition has omitted some ten pages of the former and added about forty. The changes are, in fact, so extensive that no one who relies upon Bennett should be satisfied with the Appendix. As the former edition is so extensively used and has been adequately reviewed, I may confine this notice mainly to an indication of the principal changes.

On pp. 31-35 Bennett, largely influenced by the studies of Hale and Dennison, abandons the old rule of syllabification for the new one that "in combinations of consonants, the first consonant is joined to the preceding vowel".

As regards hidden quantity Bennett had in the Appendix followed Marx in the main, recording his doubts, however, regarding the length of vowels before *gn* and *gm*. He now "provisionally accepts" Buck's refutation of Marx (Class. Rev., xv. 311). In consequence of this and other changes, the word-list on pp. 56-72 has been considerably revised.

Vendryes' researches have led him to alter his views on the Latin accent quite materially. He now thinks it extremely probable that the accent in Cicero's day was musical. Will not Abbott's compromise view (Class. Phil. ii. 444 ff.) go far towards settling this vexing question?

The chapters on Latin sounds and inflections have received some minor additions and corrections, but are still very brief in proportion to the chapters on Hidden Quantity and on Moods. It should not be so frequently necessary under so comprehensive a title to end an all too brief paragraph with a remark like "The whole subject is too intricate for detailed consideration here. See Lindsay". In his discussion of the case-constructions, Bennett usually keeps on conservative ground. The points most liable to question are probably the following: his insistence on finding a single basic conception for each of the cases, the acceptance of the appositional origin for the accusative in phrases like *meam vicem*, the reference of the genitive with *refert* to a subjective genitive while recognizing the pronoun *mea* with *refert* as a possessive modifying *re*.

The chapter on the moods receives the largest changes. There is now a useful historical paragraph on the terminology, some new paragraphs on the supposed original force of each mood, in deference to the recent work of Morris—whose results, however, he does not accept—and some additional eight pages on substantive clauses, as a result of his work with Durham (see Cornell Studies xiii). He now omits the chapter on relative clauses which was



contributed by Elmer as based upon Hale's study in *cum*-clauses. The rest of the chapter is little revised and, we believe, will need little revision, though we dare hope that the third edition will put less faith in that "subjunctive of the contingent future of mere objective Possibility", find a broader basis for the constructions he calls "substantive deliberative", and devote a few pages to the slighted relative clauses.

TENNY FRANK

BRYN MAWR COLLEGE

Outlines of Roman History. By H. F. Pelham. Fourth edition, revised. New York: G. P. Putnam's Sons (1907). Pp. xxii + 627. \$1.75.

This book by the late Camden Professor of Ancient History at Oxford is well known from the previous editions. The new version differs from its predecessors chiefly in the larger space given to the history of the Flavian Emperors and of Trajan; fuller treatment has been given to the annexation of territory beyond the Rhine effected by the former and to the Dacian and Parthian campaigns of the latter.

Since Professor Pelham belongs to the school of Niebuhr and Mommsen, he is sceptical concerning the traditional account of Rome under the kings and in the early Republic. He regards it as a patch-work in which materials of the most diverse kinds have been ingeniously stitched together; yet back of all else, he admits, lie genuinely ancient Roman beliefs which frequently afford a clue to the truth; a study of the independent evidence found in the language, the institutions, and the monuments of later Rome enables us to follow up this clue with success. Pages 20-22, and 31-41 well illustrate Professor Pelham's point. In the former passage he admits that the Sabines invaded Rome in very early times, but argues that the Sabines exercised little, if any, influence on the development of Rome; in the other passage he maintains that in the latter part of the so-called regal period Rome passed under the sway of powerful Etruscan princes.

Since Professor Pelham holds such views concerning the traditional account of the early history, it is natural that he finds it possible to dispose of the history down to the beginning of the struggle with Carthage in 113 pages. Eighty-eight pages more carry the account to 133 B. C. Pages 201-512, about half the book, deal with the period which extends from the tribunate of the elder Gracchus (133 B. C.) to the death of Nero (69 A. D.). The author rightly devotes the lion's share of the book to this all-important period. Pages 513-507 give the story of the Flavian and Antonine Caesars, 508-574 the history of the Empire in the third century. Finally 21 pages are devoted to the barbaric invasions, 284-476 A. D.

A book which gives in 600 pages a good general survey of the whole course of Roman history de-

serves the hearty welcome this work has received in the past; when, as here, to such comprehensiveness are added scholarship of a high order and familiarity with modern writings on the subject-matter as well as first-hand acquaintance with the ancient authorities, we have a highly valuable work. The numerous references in the footnotes to the authorities, ancient and modern, constitute a valuable feature (one that every reader of Mommsen can appreciate to the full). Four maps give the increasing extent of Roman territory in 486, 134, and 49 B. C., and in 69 A. D. A map of Roman territory in Trajan's time might, however, have been added, and the loss of Roman territory in the later days might well have been indicated by maps. Further, a map of Rome itself, at least as it appeared in the days of the early Empire, would have been useful.

In appearance the book is in general attractive. The printing seems, however, to have been rather hasty; numerous typographical errors disfigure the book. Such errors as Arcanians (p. 8), Aeneas v. D. Penaten (p. 8), Timacus (for Timaeus: p. 9), Ennius ap. Testum (p. 15), to mention only a few from the early pages, and the sad blunders in various Greek phrases ought not to appear in a book by a scholar, especially a book which offers no greater difficulties to compositor and proofreader than are presented by this book.<sup>1</sup>

CHARLES KNAPP.

The inaugural lecture of the season before the New York Society of the Archaeological Institute of America was delivered by Mr. D. G. Hogarth at Columbia University on November 1st. The subject was Ionia and Lydia, with particular reference to the recent excavations at the Artemision at Ephesus. Mr. Hogarth undertook to renew the work on this site, on behalf of the British Museum, in the effort to reach the original foundation of the oldest sanctuary, and he has been so successful as not only to determine the ground plan of the temple of the time of Croesus, but also to discover the foundations of three earlier buildings. The most ancient of these was scarcely more than a shrine sheltering the cult statue, and placed at the intersection of the axes of the later temple; this object of veneration seems always to have occupied the same position. Imbedded in its foundation was found a great treasure which consisted of about one thousand objects of gold, silver, electrum, bronze, ivory and amber, including many coins.

This discovery is of the utmost importance both artistically and historically. Through the objects it is proved that the earliest building on the site of the Artemision does not date prior to the eighth

<sup>1</sup>This review appeared, in slightly altered form, in The Nation of September 12 last.

century. Further they show that there was an art in Lydia quite distinct from that of the Hittites and that of the Phoenicians. The presence of the early coins also strengthens the belief that the Greeks were more accurate in their references to the Lydians than has generally been supposed. For example, Mr. Hogarth points out that his discoveries attest the truth of the statement, made by Herodotus 1.94, that the Lydians were the first to coin gold and silver, and were the first retail dealers, acting between the Greeks of the coast and the people of the Asiatic inland.

Particularly important among the objects discovered are the fifty small statues of the goddess, which represent her almost universally as winged and holding an animal by either hand, the type known as the Persian Artemis. This title arose among the Greeks, Mr. Hogarth thinks, through the vague denomination of anything Eastern as Persian. No trace was found of the later Ephesian Artemis *multimammia*.

In view of the fact that a treasure was found in a similar place in the temple at Priene Mr. Hogarth advocates the investigation of the foundations of every temple in the hope of discovering the cult statue, as this was the most natural place for a dedicatory deposit.

The lecturer concluded by urging upon Americans the importance of undertaking the excavation of Sardis, the capital of Lydia, and presumably the center of her art and culture. T. L. SHEAR

BARNARD COLLEGE

#### RICHARD HEINZE'S LECTURE

In the *Neue Jahrbücher* for 1907 Richard Heinze publishes his Inaugural Lecture as Professor of Latin at the University of Leipzig. It is entitled "Present-Day Problems in the History of Roman Literature". Like everything written by this critical mind, this lecture, too, makes highly interesting reading. Heinze begins with the open confession that in comparison with its modern sisters Roman Literature has been sadly neglected, at least in Germany, and that Classical Philology there has nothing to show which can stand comparison with books like Sellars' *Horace* and *Vergil*. It is a relief to hear a German scholar of Heinze's rank utter such an apparent heresy, and to see him emphasize the human side of literature as against the strictly learned. A splendid collection of materials for a true history of Roman Literature is what he says works like Teuffel-Schwabe, Schanz, and others furnish. Throughout Heinze's lecture there runs the demand, first voiced by his master—and the master of all of us—Usener, and later on brilliantly fulfilled in a different field by one of Usener's younger colleagues, now a colleague of Heinze's, namely Karl Lamprecht, whose lectures on *Geschichtswis-*

*senschaft* delivered at Columbia University a few years ago are still unforgotten by his audience, the demand, I say, to understand the Psyche of the individual author first of all, and then, the Psyche of his age and nation. It is interesting to note how in a matter of detail, namely that of style, this demand has recently been voiced by different men. A recent number of the *School Review* contains an article on Sentence Analysis in Latin. The author emphasizes the point that each sentence and construction is the expression not of reasoned logic, but of spontaneous emotional feeling, and wants to be understood as such. Even so does Heinze emphasize the psychological view-point. Briefly, and yet convincingly, he calls our attention to Horace's *Nunc est bibendum*, where the storm of patriotic enthusiasm finds its adequate expression in a period continued without a break through twenty-eight lines, and cleverly he contrasts this impetuosity with the short sentences of Persicos odi, puer, apparatus, with the numerous relative clauses of the *Carmen Saeculare*, with the simple sentence structure of *Diffugere nives*. This psychological attitude is still more pronounced in Heinze's treatment of Cicero's *Catilinarian Orations*. Here he demands, and correctly, it seems to me, that the interpreter shall not comment until he shall have first realized the situation confronting the orator, the end to be obtained by him in his speeches, and finally the circumstances under which the delivery took place, the audience to which it was addressed, etc. At another opportunity I hope to exemplify the fruitfulness of such a treatment of the speeches in a consideration of the closing paragraphs, and of the stylistic contrast between the second and third, as compared with the first and fourth, speeches. It would seem bad policy to go into a detailed analysis of the lecture here, because it ought to be read in full by everybody interested in Roman literature. Perhaps the article might be made accessible to the American public in translation. In spite of its necessary brevity, it is in my opinion one of the most important, as it surely is one of the most interesting, contributions to the study of Latin made in recent times. Anybody looking for suggestions as to subjects for a thesis cannot do better than to peruse it.

E. R.

#### THE DITTENBERGER LIBRARY

The library of Professor Wilhelm Dittenberger, who died recently, the University of Illinois has been fortunate enough to secure intact.

Wilhelm Dittenberger was for thirty-two years Professor of Classical Philology at the University of Halle and was a large contributor to the *Corpus Inscriptionum Atticarum*. His library is rich in epigraphical and palaeographical works, but it also

covers very completely the wide field of classical philology, containing works in the several departments of grammar of the Indo-European languages, comparative literature, history of ancient peoples, archaeology, philosophy, history of art, history of literature, geography and chronology. The Greek and Latin poets and prose-writers are abundantly represented by the best of the older complete editions and the more recent special works. The library contains also some of the German periodicals and a collection of between four and five thousand programmes and dissertations in the field of classical philology. In addition, the library is the library of a man who was continuously at work till his death. It was, therefore, constantly increased and contains the most recently published works of interest to the student in the field of study for which it was gathered. HAMILTON FORD ALLEN

UNIVERSITY OF ILLINOIS

Within the last two months classical scholarship in America has suffered two grievous losses, in the death of Professor Minton Warren of Harvard University and that of Professor Thomas D. Seymour of Yale University. Professor Warren died very suddenly, on November 26, 1907; "he fell to the ground without any warning, just as he had turned to walk homeward from the door of the house of a friend". A brief notice of his career may be found in *The Classical Journal* for January, 1908 (3, 118-120).

Professor Seymour died of pneumonia, after a brief illness, in the closing days of the last year.

Both these distinguished scholars had given renewed proof of their ability in 1907, Professor Warren by the publication of the first part of his elaborate discussion of the famous stele under the Lapis Niger in the Forum at Rome, Professor Seymour by the issuance of his elaborate work on *Life in the Homeric Age*, which has been briefly noticed in *The Classical Weekly* and will be reviewed at length in a later issue.

Here we read: "Repente lymphati, destituti gladiis, in centuriones invadunt (ea vetustissima militaribus odiis materies, et saeviendi principium), prostratos verberibus mulcant, sexageni singulos, ut numerum centurionum adaequarent". With a change of punctuation and the addition of one letter where it might easily have been omitted by accident, I propose: Repente lymphati, destituti gladiis, in centuriones invadunt (ea vetustissima militaribus odiis materies), et, saeviendi principium, prostratos verberibus mulcant, sexagenis singulos, ut numerum centurionum adaequarent.

MILTON W. HUMPHREYS

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## THE CLASSICAL WEEKLY

is published by The Classical Association of the Middle States and Maryland. It is issued weekly, on Saturdays, from October to May inclusive, except in weeks in which there is a legal or school holiday, at Teachers College (120th Street, West of Amsterdam Avenue), New York City.

All persons within the territory of the Association who are interested in the literature, the life and the art of ancient Greece and ancient Rome, whether actually engaged in teaching the Classics or not, are eligible to membership in the Association. Application for membership may be made to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also subscription to *THE CLASSICAL WEEKLY*) are two dollars.

To persons outside the territory of the Association the subscription price of *THE CLASSICAL WEEKLY* is one dollar per year.

*THE CLASSICAL WEEKLY* is conducted by the following board of editors:

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